

**FEDERATION OF  
BODSHAM CHURCH OF ENGLAND PRIMARY SCHOOL  
AND  
SALTWOOD CHURCH OF ENGLAND PRIMARY SCHOOL**

**RELIGIOUS EDUCATION**

We aim to create a Christian environment in which each child is valued and special and in which respect for the rights and needs of others is nurtured.

**RATIONALE**

Religious Education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of Christianity and other major world religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values. Our programmes of study are taught in accordance with the Canterbury Diocese Syllabus.

**AIMS**

- To gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity.
- To enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice.
- To enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives.
- Religious Education seeks to enable pupils to learn about religions and to learn from them through a broad range of activities.
- To promote religious tolerance through understanding of differing beliefs, religions and viewpoints.

**OBJECTIVES**

These objectives should inform planning, teaching and assessment and be identified in schemes of work.

**To gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity.**

- To identify and describe the key features of Christianity and other major religions, such as key figures, teachings, ceremonies, festivals, symbols and sacred writings.
- To identify elements common to a number of religions, such as public worship and marriage ceremonies.
- To identify features which are distinctive of particular religious traditions.
- To provide pupils with opportunities to experience 'real life' encounters based around other religions through class trips and special visitors.

**To enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice.**

- To become aware of the ultimate questions which life raises such as: Is there a God? Was the universe created? Is there life after death? To appreciate the different answers offered by religious and other traditions.
- To engage with issues which arise from a study of religions such as the value of special times and rituals, days for worship and festivals, mourning rituals and funerals.
- To provide opportunities that encourage and develop 'deep thinking' and reflection

**To enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives.**

- To appreciate that much of personal value can be gained from a study of the teachings of living religions such as ideas about the way we might treat those less fortunate than ourselves from looking at stories like The Good Samaritan in the Christian Bible.
- To appreciate the value of religious ritual and practices, such as silence, stillness and reflection.

**To promote religious tolerance through understanding of differing beliefs, religions and viewpoints.**

- To appreciate that religious beliefs are cultural, deeply rooted, and must therefore be treated with respect.
- To identify and consider and beliefs within other religions and cultures that may be similar to Christianity and examine how these might produce a common ground for tolerance and understanding.
- To appreciate that the worldwide impact of religions can often be interpreted by different groups in different ways.

## **PRINCIPLES OF TEACHING AND LEARNING**

### **Differentiation and Special Needs**

Policy and practice in religious education will reflect whole school policy and encompass the full range and ability including the most able. For the least able, resources will be accessible and appealing. They will focus on religious practice and are illustrated by the use of religious artefacts. The full range of strategies to achieve differentiated learning will be employed including task, outcome, resource, support and pupil grouping. There will be a particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage more able pupils.

### **Breadth and Balance**

Although work on Christianity will predominate at both key stages, there will be work in depth on other world religions. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes and respect for diversity.

## **Variety**

Pupils will experience a wide variety of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through:

- Listening to the teacher.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork
- Outdoor learning
- Talking opportunities to use appropriate issues for a philosophical discussion (P4C)

Regular opportunities will be provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

## **Relevance**

Religious education will be made relevant in at least two ways. Firstly, teachers will establish clear links between elements of religious belief and practice and aspects of children's own lives, for example, when teaching about the dietary laws in Judaism. Learning could start by asking questions about foods pupils like and dislike and why some families are vegetarian.

Secondly, teaching will seek to enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

## **Cross-curricular skills and links**

Religious education makes a contribution to the development of general educational abilities such as literacy, seeing the world through other peoples' eyes and the ability to express thoughts, feelings and personal beliefs. Religious education also makes a major contribution to pupils' spiritual, moral, social and cultural development. It addresses issues, which arise in a range of subjects such as English and history, as well as personal, social and emotional education. As it is concerned with values and behaviour, religious education can make a significant contribution to education and citizenship.

## **Equal Opportunities**

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity.

## **Health and Safety**

Health and safety issues may arise in religious education on a number of occasions for example, when children:

- Handle artefacts.
- Consume food, e.g. if tasting some of the food eaten by Jews during Seder meal.
- Visit places of worship.

Teachers will conform to guidelines within the school health and safety policy in these circumstances.

### **Assessment, Recording and Reporting**

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work.
- Be directly related to the attainment targets in the Kent Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes, which the subject seeks to develop.
- Employ well defined criteria for marking and assessment, which identify progress and achievement as well as effort.
- Include pupil self-assessment.
- Include Assessment for Learning

Each child has their own religious education book which will form the basis of feedback to pupils and annual reports to parents and also serves as a record of achievement.

### **Management and Administration**

Religious education will be managed by the subject co-ordinator who will produce a subject policy, related to whole school policies, a detailed scheme of work and manage the resources. Planning documents will be regularly reviewed.

### **Role of the Co-ordinator**

The Co-ordinator will:

- Seek to ensure that all pupils receive their entitlement of religious education and that sufficient time is available to deliver the Kent Agreed Syllabus.
- Ensure all teachers are aware of what should be taught in religious education, what resources are available and what standards of attainment are expected at the end of each key stage.
- Support colleagues and develop their subject expertise.
- Develop strategies to monitor and review the implementation of policy and schemes of work, the quality of effectiveness of the delivery of the subject, pupils' progress and standards of achievement.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments
- Observe the teaching of R.E. in each class, providing support and guidance for teachers

### **Resourcing**

Religious education will be funded to enable a full range of resources on different religions to be purchased, such as books for teachers, pupils and the library, pictures, music, CDs, videotapes and artefacts. The School makes use of guidance material produced by the diocese. Funding will also allow visits to different places of worship and provide INSET for all staff.

All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions studied.

### **Parents Right to Withdraw Pupils from Religious Education**

From the time of the 1044 Education Act, parents have had the right to withdraw their children from Religious Education. The School must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

### **Review**

The religious education co-ordinator will monitor classroom teaching in all year groups on a yearly basis.

Planning and books shall be monitored during staff meetings at least twice a year.

The role of the co-ordinator will be evaluated in discussions with the Headteacher, governors and co-ordinator. Resources, teaching methods and needs will be identified and priorities for INSET or external review will be established.

This evaluation will form the basis for an action plan which will inform the school development plan.

This Policy was drawn up through discussion and agreement and all staff contributed equally to its contents and structure.

November 2015

Approved by Governing Body:

Review date: November 2017